

## HICKORY TAVERN ELEMENTARY

163 Neely Ferry Rd.  
Gray Court, South Carolina 29645

**GRADES** K-5 Elementary School

**ENROLLMENT** 456 Students

**PRINCIPAL** Mary Ann Crouch 864-575-2126

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	62	28	1	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Average	Yes

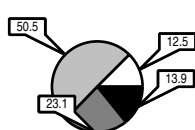
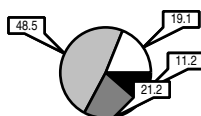
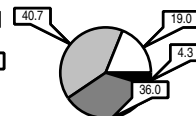
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	228	99.1	13.0	41.8	41.8	3.4	58.7	Yes	Yes
Gender									
Male	118	98.3	11.3	48.1	36.8	3.8	50.9		
Female	110	100.0	14.7	35.3	47.1	2.9	66.7		
Racial/Ethnic Group									
White	215	99.1	12.3	42.1	42.1	3.6	59.5	Yes	Yes
African-American	10	100.0	30.0	30.0	40.0	0.0	40.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	195	99.0	6.7	40.4	48.9	3.9	66.9		
Disabled	33	100.0	50.0	50.0	0.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	99.1	13.0	41.8	41.8	3.4	58.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	99.1	13.0	42.0	41.5	3.4	58.5		
Socio-Economic Status									
Subsidized meals	109	99.1	20.2	41.4	36.4	2.0	50.5	Yes	Yes
Full-pay meals	119	99.2	6.4	42.2	46.8	4.6	66.1		

Mathematics - State Performance Objective = 15.5%									
All Students	228	99.1	12.5	50.5	23.1	13.9	52.9	Yes	Yes
Gender									
Male	118	98.3	12.3	46.2	27.4	14.2	54.7		
Female	110	100.0	12.7	54.9	18.6	13.7	51.0		
Racial/Ethnic Group									
White	215	99.1	11.3	50.8	23.1	14.9	52.8	Yes	Yes
African-American	10	100.0	40.0	40.0	20.0	0.0	40.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	195	99.0	6.7	50.6	26.4	16.3	59.6		
Disabled	33	100.0	46.7	50.0	3.3	0.0	13.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	99.1	12.5	50.5	23.1	13.9	52.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	99.1	12.6	50.2	23.2	14.0	52.7		
Socio-Economic Status									
Subsidized meals	109	99.1	19.2	53.5	16.2	11.1	41.4	Yes	Yes
Full-pay meals	119	99.2	6.4	47.7	29.4	16.5	63.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	72	100.0	10.1	34.8	52.2	2.9	55.1
	<b>Grade 4</b>	70	98.6	18.8	43.8	37.5	N/A	37.5
	<b>Grade 5</b>	81	100.0	21.3	53.3	25.3	N/A	25.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	83	97.6	7.5	26.3	62.5	3.8	66.3
	<b>Grade 4</b>	62	100.0	13.1	45.9	37.7	3.3	41.0
	<b>Grade 5</b>	83	100.0	20.5	51.8	25.3	2.4	27.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	72	100.0	7.2	44.9	31.9	15.9	47.8
	<b>Grade 4</b>	70	100.0	15.4	52.3	24.6	7.7	32.3
	<b>Grade 5</b>	81	100.0	25.3	52.0	18.7	4.0	22.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	83	97.6	15.0	56.3	23.8	5.0	28.8
	<b>Grade 4</b>	62	100.0	16.4	47.5	14.8	21.3	36.1
	<b>Grade 5</b>	83	100.0	8.4	48.2	28.9	14.5	43.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 456)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	11.7%	Up from 6.2%	2.9%	2.7%
Attendance rate	95.9%	Up from 95.5%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%		3.3%	3.5%
Eligible for gifted and talented	7.4%	Down from 13.6%	15.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 7.8%	9.2%	8.2%
Older than usual for grade	3.9%	Up from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	48.4%	Up from 37.9%	52.0%	51.4%
Continuing contract teachers	87.1%	Up from 82.8%	90.8%	87.5%
Highly qualified teachers**	96.3%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	3.6%		0.0%	0.0%
Teachers returning from previous year	75.4%	Up from 73.1%	88.0%	86.7%
Teacher attendance rate	94.6%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$37,602	Down 1.4%	\$40,885	\$40,760
Prof. development days/teacher	15.0 days	Down from 20.8 days	12.2 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.0 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.3%	90.3%	90.0%
Dollars spent per pupil*	\$4,815	Down 54.6%	\$5,829	\$6,044
Percent of expenditures for teacher salaries*	65.7%	Down from 70.0%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hickory Tavern Elementary has had yet another productive year. A veteran faculty that was innovative, dedicated, and student focused challenged children to use their potential to the fullest.

Many initiatives and strategies were used to direct teachers to teach to the needs of the student, not just to a standard. NWEA's (Northwestern Education Association) MAP program was used district-wide in grades 2-8 to assess and direct student learning. Due to the fact that teachers had immediate feedback, they were better prepared to focus on individualized instruction. This program allowed teachers to focus on actual student needs and gave them the ability to inform parents of achievement throughout the year.

Hickory Tavern Elementary is truly child-centered. It is a warm, inviting school with an atmosphere of caring and love for all the individuals who visit, work, and attend classes. Standards are what drive us! However, helping all children reach their full potential and become productive citizens is what Hickory Tavern Elementary is all about!

Susan Bagwell, Principal and Terri Ivie, Chairman of SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	77	52
Percent satisfied with learning environment	93.8%	87.0%	90.4%
Percent satisfied with social and physical environment	96.9%	92.2%	90.4%
Percent satisfied with home-school relations	93.9%	87.0%	64.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.